

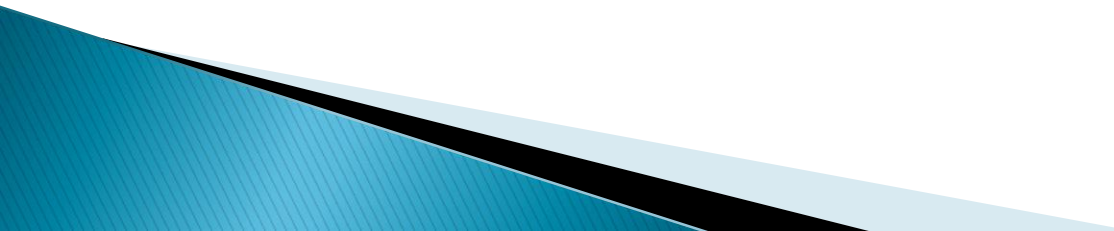


Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

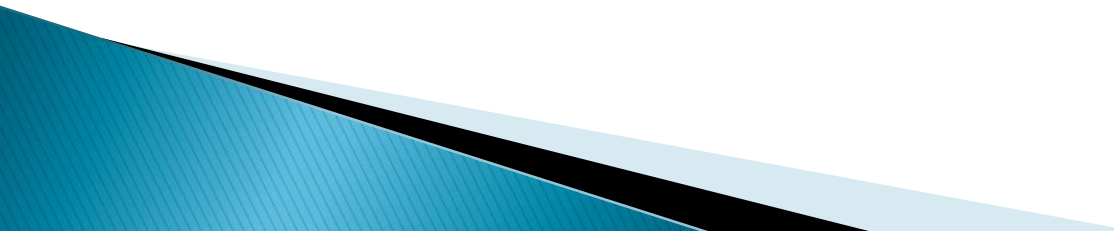
Arizona's Accountability Systems 2010: NCLB and AZ LEARNS

Arizona Department of Education
Research and Evaluation Section

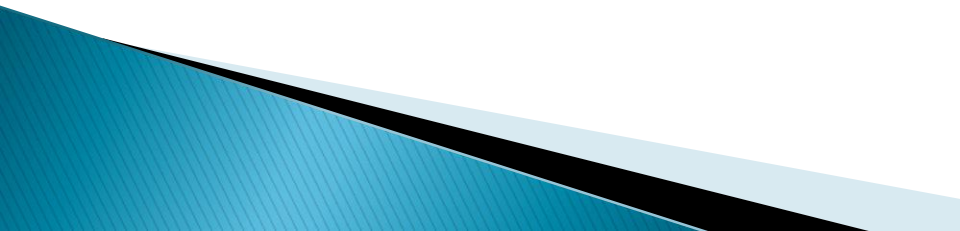
Overview

- ▶ Overview of AYP/AZ LEARNS evaluations.
 - ▶ Changes for this year.
 - ▶ Appeals
 - ▶ ADE timelines for data correction, preliminary classifications, appeals, and final determinations.
- 

Three Components of Adequate Yearly Progress (AYP)

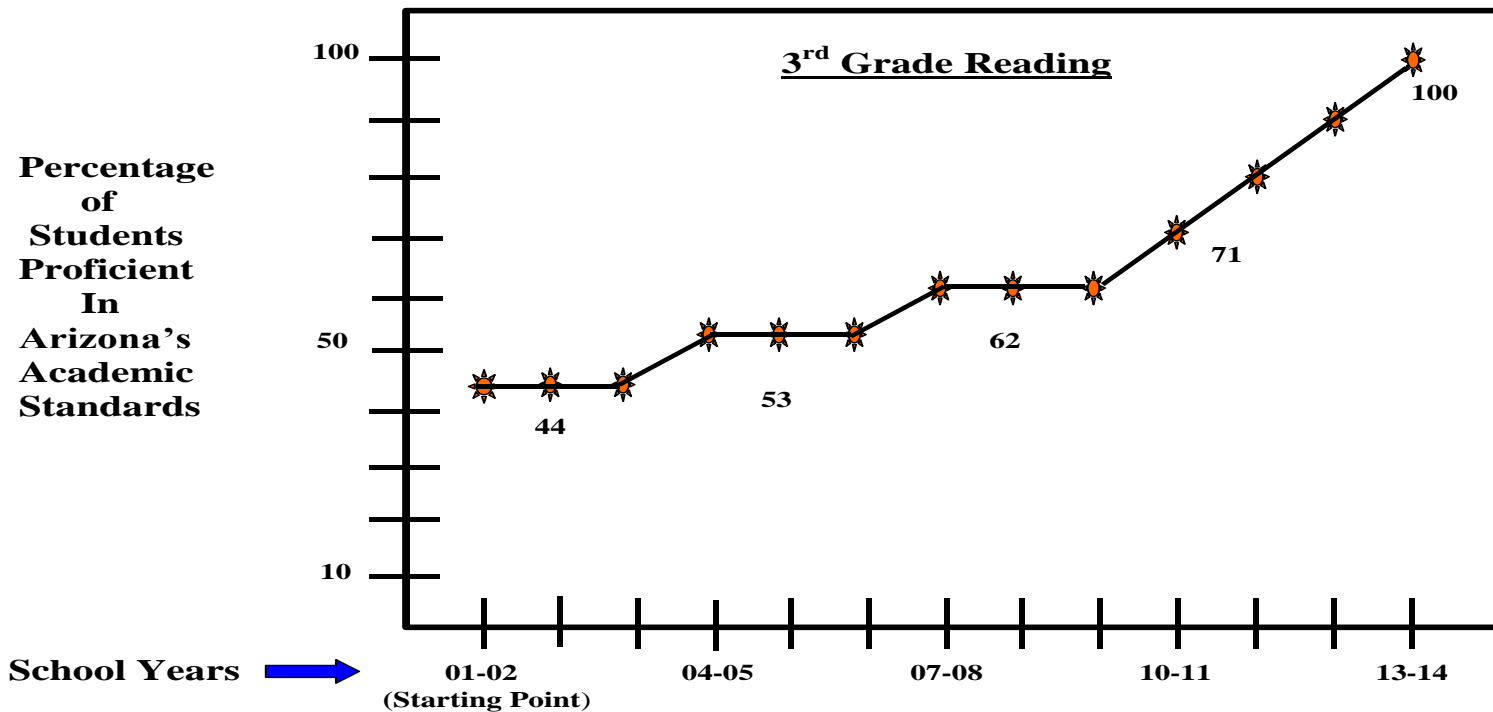
- ▶ 95% of enrolled students must be assessed.
 - ▶ Students must meet all Annual Measurable Objectives (AMOs).
 - ▶ Students must meet threshold or demonstrate adequate gain for the Additional Indicator:
 - High schools – graduation rate
 - Elementary schools – attendance rate
- 

Annual Measurable Objectives

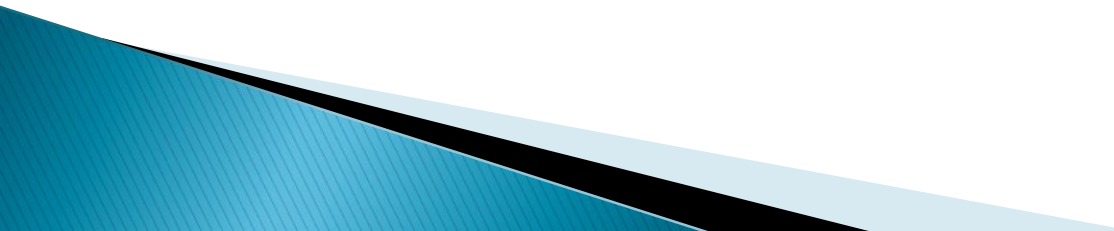
- ▶ Annual Measurable Objectives (AMOs): the percentage of students that must pass AIMS in order for a school to make AYP.
 - ▶ AMOs differ by subject and grade, but not by subgroup.
 - ▶ Details about the AMOs can be found in the NCLB Technical Manual.
- 

Sample AMOs

Arizona's No Child Left Behind Act Plan



Four Chances to Make the AMO

- ▶ Make AMO directly
 - ▶ Make AMO using confidence interval
 - ▶ Make AMO via safe harbor
 - ▶ Make AMO using growth model
- 

Safe Harbor Determination (If Necessary by Subgroup)

- ▶ The Safe Harbor provision is a two-part test.
 - Both parts must be met.
 - Part 1: requires that a group make a 10 percent reduction over the previous year in the percent of students failing AIMS.
 - Part 2: requires that the subgroups meet the standard for the third indicator of student achievement.
 - Graduation rate for high school
 - Attendance rate for 3 – 8
 - The attendance rate used for safe harbor is grade specific rather than school-wide.

Safe Harbor Determination (Example)

1. Percent Reduction:

Percent not passing 2009: 20%

Percent not passing 2010: 17%

$$\begin{aligned}\text{Percent reduction} &= (.17 - .20) / .20 \\ &= -.03 / .20 \\ &= -15\% \text{ Yes!}\end{aligned}$$

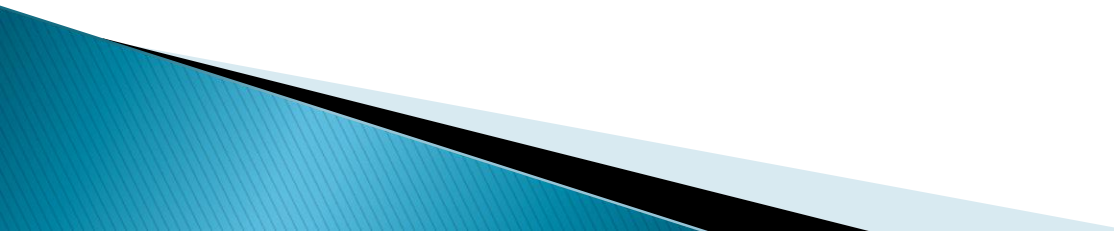
2. Other Indicator:

Attendance rate 2009: 94%

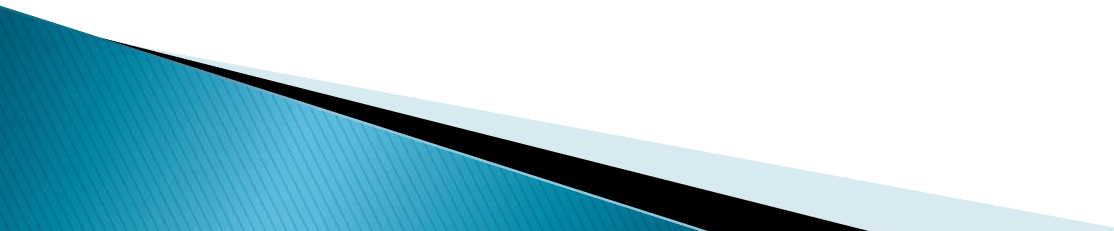
Attendance rate 2010: 93% > 90%

Yes!

Growth Model

- ▶ Growth Targets: Student must show sufficient growth to reach proficiency within three years or 8th grade — whichever comes first.
 - ▶ Students who meet their growth target count as proficient.
 - ▶ It is possible for proficient students not to meet their growth target.
 - ▶ If percent of students who meet their growth targets is greater than or equal to AMO: group meets AMO — no confidence interval.
 - ▶ No growth for math for 2010.
- 

Additional Indicator

- ▶ A high school must have a four-year graduation rate of 80 (used to be 71) percent, or a 2 (used to be 1) percentage point improvement over the previous year.
 - ▶ An elementary school must have a school wide attendance rate of 90 percent, or a 1 percentage point improvement over the previous year.
- 

AYP Details

- ▶ All schools are evaluated under NCLB.
- ▶ Schools are evaluated by grade & in each subgroup specified by NCLB:
 - Race/Ethnicity;
 - Special Education;
 - Limited English Proficient; and
 - Economically disadvantaged
- ▶ Minimum group size of 40 students.
- ▶ For percent tested: best of current year or three-year average.
- ▶ Small schools: three-year average used for AMOs.

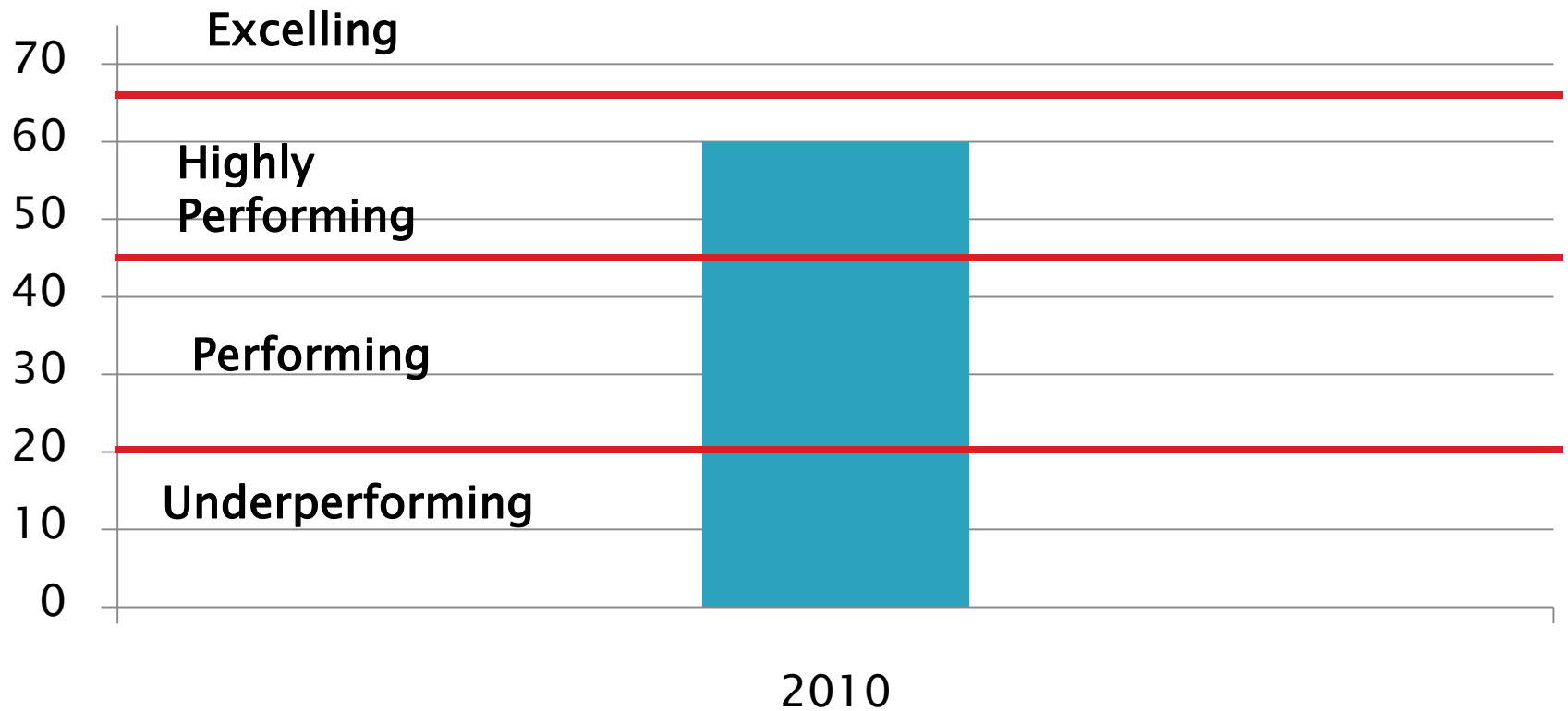
AYP:

Who's In and Who's Out

Percent Tested	IN: ALL students enrolled at testing time.
AMO	IN: All students enrolled at testing time who have been enrolled for the full academic year (FAY).
ELL Subgroup	% Tested--IN: All ELL students enrolled at testing time. AMO IN: ELL + FEP students who are FAY

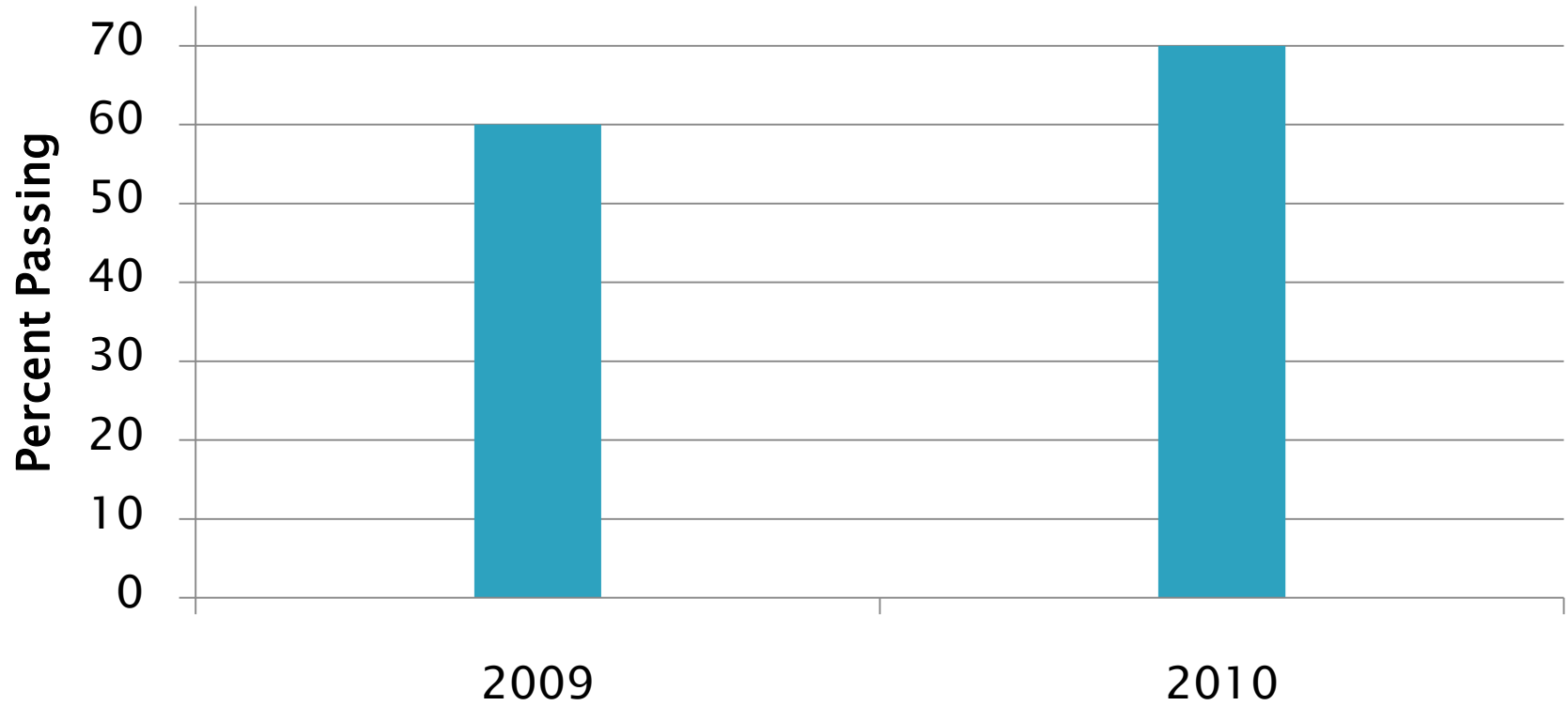
Status (percent passing)

School 1

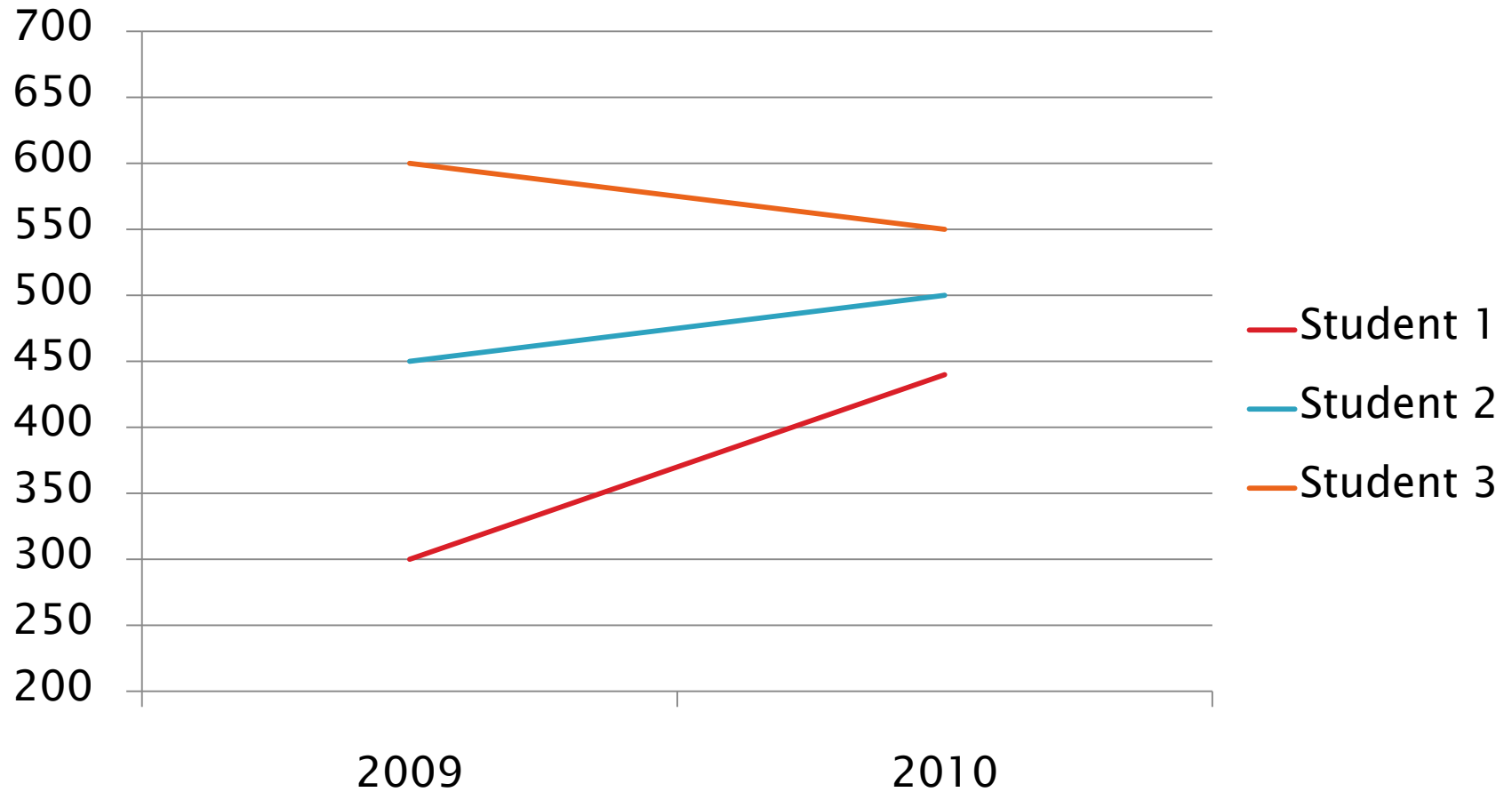


Improvement

School 1



Growth



How AZ LEARNS Measures Performance

Measure	AZ LEARNS
Status	Status: Uses current year AIMS
School Improvement/Growth	Growth: Uses AIMS, schools get credit for increasing % passing, reducing % at lowest achievement level
Student Growth	MAP: Measures individual student growth on AIMS

Parts of AZ LEARNS

	Elementary	Elementary w/o MAP	HS	K12	K2	Alternative
AIMS	18	18	18	18		18
MAP	8+			8+		
AZELLA	1	1	1	1		
Grad/DO			2	2		1
Stanford 10					198	

AZ LEARNS Profile Scales

	Elementary	Elementary w/o MAP	HS	K12	K2	Alternative
Performing	13	7.7	9.4	14	70	6
Highly Performing	16	12.1	14.7	17	97	NA
Excelling	19	14.1	16.5	20	106	NA
Total	28	19	21	30	198	20

Percentage of Students Exceeding the Standard

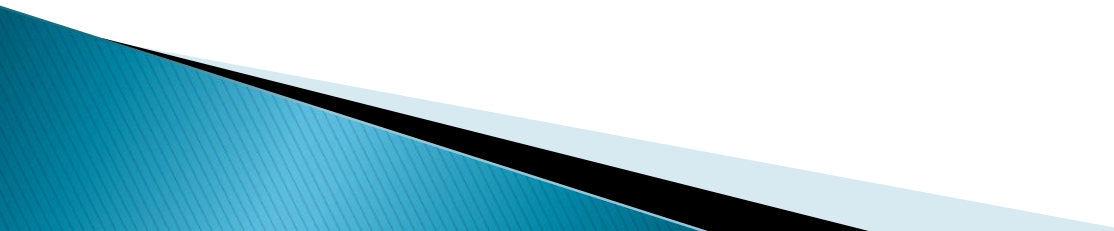
- ▶ To be identified as a Highly Performing or Excelling, a school must have a certain percentage of students that exceeded the standard on the AIMS.
- ▶ The profile examines the higher of:
 - An average of the past three years
 - The current year.

AZ LEARNS:

Who's In and Who's Out

Status, Growth, Percent-Exceeding (Z-score)	OUT: Non-FAY students, ELLS < 4 years in program, alternate mods.
MAP	IN: All students in grades 4-8 with a score from the previous year.
AZELLA (percent reclassified)	IN: All students in program for 150 calendar days. OUT: All students who leave program for special reason (parent withdrawal, SPED)

Formula Changes for 2010

- ▶ No writing test in grades 3,4, and 8
 - ▶ New math standards
 - ▶ AYP: No math in growth model.
- 

No Writing Test: Typical School

Points Earned			
Grade	Read	Math	Writ
3	4	3	4
4	6	4	4
5	6	4	6
6	4	5	6
Average	5	4	5
Total	$5+4+5=14$		

Points Earned			
Grade	Read	Math	Writ
3	4	3	
4	6	4	
5	6	4	6
6	4	5	6
Average	5	4	6
Total	$5+4+6=15$		

No Writing Test: K-4 School

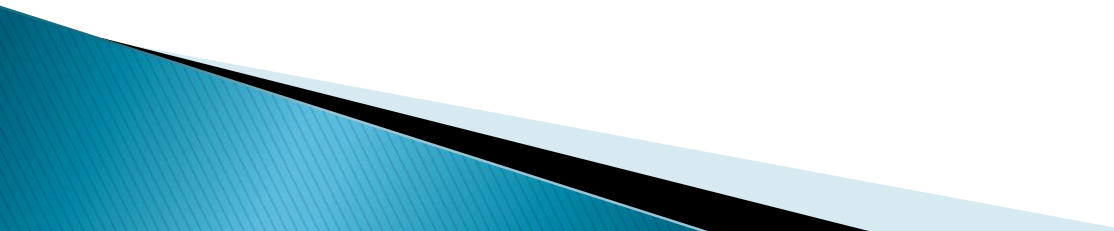
Points Earned			
Grade	Read	Math	Writ
3	4	3	4
4	6	4	4
Average	5	3.5	4
Total	5+3.5+4= 12.5		

Points Earned			
Grade	Read	Math	Writ
3	4	3	
4	6	4	
Average	5	3.5	
Total	12.75		

Points awarded = (Math + Read) X 1.5

$$(5 + 3.5) \times 1.5 = 8.5 \times 1.5 = 12.75$$

New Math Test (AZ LEARNS only)

- ▶ No MAP for math
 - ▶ If percent passing math falls back to 2005 level, reset parameters using new state averages and 2005 methodology
 - Percent passing
 - Improvement in percent passing
 - Percent exceeding
 - ▶ Percent passing 2009: 70%
 - ▶ Percent passing 2005: 66%
- 

Appeals

- ▶ Schools and districts may appeal AYP/AZ LEARNS determinations. Appeals must address the issues related to a school or district's status based on the following:
 - Statistical – use of incorrect data.
 - Substantive – one-time incidents outside of the school's/district's control that adversely affect performance.
 - Instructions available on the common logon.
 - Appeals must be submitted by e-mail to achieve@azed.gov

Statistical Appeals

- ▶ Examples: Students in incorrect subgroup, grade and/or school; incorrect enrollment; incorrect SAIS IDs.
- ▶ School must correct its data for appeal to be granted.
- ▶ Student counts; student program membership; and graduation rates are available.
- ▶ Ensure that program memberships, entry and exit dates, and withdrawal codes are correct and up to date before May 28, 2010.

No expedited process will be available to open SAIS for the correction of previous fiscal years' student information during the substantive appeals window.

Substantive Appeals: Percent Tested (AYP Only)

- ▶ Explain in detail why students could not be tested (including retest).
- ▶ Identify students with SAIS ID.
- ▶ What has worked:
 - Severe illness, institutionalized, extremely dire circumstances.
- ▶ What hasn't worked:
 - Excused parental absence, just "sick", unexcused absence; refused to take test.

Substantive Appeals: Test Results

- ▶ Circumstance that adversely affected test scores that are:
 - Outside of school's control.
 - Non-recurring.
- ▶ Must demonstrate impact on test scores.
- ▶ Performance of individual students may not be appealed.
- ▶ What has worked:
 - Tragic event at test time affecting teachers/students.
- ▶ What hasn't worked:
 - Construction, student demographics, district policies regarding testing/teacher assignments, demonstrations.


Timeline

Statistical appeals for grad rates:	Close May 28, 2010
Statistical appeals for enrollment & demographics:	Close May 28, 2010
Embargoed AIMS data via Common Logon:	June 21, 2010
AYP/AZ LEARNS preliminary determinations via Common Logon:	June 21, 2010
AYP/AZ LEARNS appeals (substantive appeals only):	June 21, 2010 thru June 30, 2010
AYP/AZ LEARNS final determinations public release:	July 21, 2010

No Frills Release

- ▶ On-line applications available:
 - Graduation/dropout rate
 - SAIS ID corrections
 - Student counts report
- ▶ On-line applications not available:
 - Appeals application
 - AYP/AZ LEARNS details
- ▶ School data will be made available on spreadsheets posted on-line.
- ▶ Appeals must be e-mailed to achieve@azed.gov

Parental Notification (AYP only)

- ▶ Federal regulation requires a district or charter to provide parents of eligible students with notice of their public school choice options at least 14 days before the start of the school year (34 CFR § 200.37(b)(4)(iv)).
 - ▶ ADE has requested a waiver.
 - ▶ Waiver will lift 14-day requirement, but parents will still have to be notified before school starts.
 - ▶ Waiver only applies to schools whose improvement status might change to due an appeal.
 - ▶ If school starts before final release, LEA must act on preliminary AYP.
 - ▶ No embargo on preliminary AYP.
- 

Contact Information

Arizona Department of Education
Research and Evaluation Section

1535 W. Jefferson #16

Phoenix, AZ 85007

602-542-5151

achieve@azed.gov

www.azed.gov/researchpolicy

Dr. Robert Franciosi

Deputy Associate Superintendent
Research and Evaluation Section

